

Leading Change in Assessment Practices

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Solution Tree

Applying Strategies for Assessment for Learning to Our Leadership Efforts

<i>Strategy for Assessment for Learning</i>	<i>Modeling It Through Our Leadership</i>
<ul style="list-style-type: none"> • Provide an understandable vision of the learning target. 	
<ul style="list-style-type: none"> • Use models of strong and weak work—anonymous strong and weak student work, published strong (and weak, if available) work, and your own work. 	
<ul style="list-style-type: none"> • Offer descriptive feedback instead of grades, on in-class work as well as homework. Make your grading plan, i.e., what work will be included in the final grade, clear to them at the outset. 	
<ul style="list-style-type: none"> • Teach students to self-assess, keep track of learning, and set goals. 	
<ul style="list-style-type: none"> • Design mini-lessons to focus on one aspect of quality at a time. 	
<ul style="list-style-type: none"> • Teach students focused revision. Have them practice on other people's work, on your work, and then on their own. 	
<ul style="list-style-type: none"> • Engage students in self-reflection and sharing what they know. 	

(Stiggins, Arter, Chappuis, & Chappuis, 2004)

Scenarios on the Use of Formative Classroom Assessment

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While the research on the use of formative assessments is compelling, the practice seems mind-boggling and overwhelming to well-intentioned teachers. Popular retorts arise when a staff is encouraged to begin using more formative assessments: “How could I do that? We don’t have that much time for each unit of instruction;” or “If I don’t grade it, kids won’t do it;” or “But if I did that, then I’d have to be prepared to differentiate based on the results, and that would be a consistent management nightmare.” Despite these seemingly insurmountable roadblocks, teachers across North America have heeded the research and are discovering incredibly successful ways incorporate formative assessments into their curriculum, instruction, and assessment design efforts.

To begin, it is important to clarify that everything students might say, do, or create has the potential to be formative because it can provide information about how much they understand (Leahy, Lyon, Marnie, and Wiliam, 2005), which helps us diagnose student needs, plan the next steps of instruction, and facilitate student learning and improvement. The challenge in good formative assessment is to *see* how we can best utilize the key processes and student information that is already at our disposal. The following scenarios are offered as a ‘picture’ of what it could look like. Each of the scenarios has the capacity to be used in any educational setting, K – 12, post – secondary, etc.

Formative Assessments with Tests

Scenario 1 – The Pretest

In Mr. Jacque’s classroom, the learning targets are posted on the classroom wall. Each week, Mr. Jacque points to the chart of targets and reminds the students of which targets they are currently working to master. Each time he begins a new unit of instruction, Mr. Jacque creates a pretest and he posts the relevant learning targets at the front of top of the pretest. The pretest is set up so that each learning target is listed as the ‘header’ to that section of questions; students always know how the questions they are asked to answer connect to the targets for that section. Mr. Jacque then gathers the data from the pretest by individual student for EACH target of the assessment. He uses the information he gathers to differentiate his process, products, and content throughout the unit of instruction. Students in his classroom maintain a portfolio with a list of their learning targets (mirror image of the poster on the wall) on the front cover of the portfolio. They keep their pretest results in their portfolios and work to gather evidence that they are mastering the targets and are ready for the summative assessment.

Scenario 2 – The Review

Two days prior to a final test for a unit, Señora Muñoz creates ‘laundry day’ in her classroom during which students prepare to ‘clean up’ whatever it is they still might not understand. On that day, students enter the classroom to find different laundry jugs in 4 corners of the room. Each jug represents a different stage in their level of readiness for the test:

- **Tide** – students select this detergent if they believe the tidal wave of information might drown them. In the Tide corner the learning activities involve a comprehensive review of the information and/or an activity that might help the learners experience the information in a different way. Students from the Cheer group often times hang out here to mentor and find creative ways to represent the information that their peers might better understand.
- **Gain** – students select this detergent if they understand the basics of the concepts taught, but seem to be missing some of the nuances or finer details. Learning activities in this corner involve investigation as students identify the details around which they are unsure and then examine the text, homework examples, internet sources and other classroom resources to gain their answers.
- **Bold** – students select this detergent if they are fairly confident they will pass the unit exam, but still have a few nagging questions. Often times, Bold activities involve creating possible review activities for future classes or test questions for the teacher to consider and then challenging each other, as they might in a game show, with completing their own activities.
- **Cheer** – students select this detergent if they are certain they will be successful on the exam. Cheer activities involve enrichment activities to extend and refine their learning. One such activity involves helping the students in the Tide section. Interestingly, a majority of the students in this category select the option of helping those in the Tide category.

Using their homework as ‘evidence’ as to where they belong, students select the appropriate corner and move toward the laundry jug where they find the appropriate worksheets or activities or instructions to support their continued growth. Students work on these activities for two days and then they take the test. Because “laundry day” is an established practice in Señora Muñoz’s classroom, students come prepared with an understanding of which jug they will visit for that particular unit of study and they get right to work with addressing the responsibilities laid out for that detergent. None of the work generated in these few days ‘counts’ in the gradebook and students readily accept the opportunity to increase their chances of success on the test.

Scenario 3 – Goal setting (after the test)

When Mr. Fabri returns scored tests back to his students, he always engages them in a self-analysis of their results. Students identify which learning targets they mastered on the test and which learning targets they did not master. Students then select the target areas requiring their attention and create a learning goal and plan of action to address their gaps. Students are welcome to partner with others who are still trying to master those same learning targets. In their plan of action, students identify their own learning exercises or activities that will help them master the content and ultimately ‘prove’ their readiness to retake that part of the exam (e.g.

some additional practice questions from the text book or worksheets). With their goal statement and new evidence of learning in hand, students ‘qualify’ to retake the relevant part(s) of the test. Students do not retake the entire test (unless needed) and the part(s) of the test that they do retake will offer different test questions that link directly to the target area in question. Unless the majority of the class requires additional time and support, Mr. Fabri continues moving forward to the next unit, and those retaking parts of the test either conduct their work as ‘extra’ homework on their own, or they visit his classroom before or after school for additional help.

Scenario 4 – The Final before the Final

Ms. O’Malley gives her final exam two weeks in advance of the end of the term. Those students who do not pass the exam then spend the next two weeks identifying and closing their gaps as they prepare to retake the test (different test, same learning targets). Those students who pass the exam, move to enrichment activities. To her surprise and delight, many students who pass the exam the first time choose to coach a student who did not pass as their extended learning opportunity.

Formative Assessments as Quizzes

Scenario 5 – Multiple Quizzes

In each unit of study, Ms. Weiss gives 4 un-graded quizzes. The quizzes are scaffolded sequentially to ‘build up’ to student success on the unit test. The quizzes are scored (though not included in the unit grade) so that students can identify where they need more study and where they are already successful, and so that Ms. Weiss can continue to gauge where she will need to spend more time and energy with her instruction to help students be successful on the unit test. Using this approach, Ms. Weiss has been able to document significant gains in student achievement in her classroom, nearly closing the achievement gap entirely with 96% - 98% achievement ratings in all of her units of study.

Scenario 6 – Monday Quizzes

A team of teachers has agreed to give a quick 5-point quiz every Monday aimed at the targets of their learning for that week of study. At the end of the day, the team gathers to sort all of the student quizzes from their various classrooms into 3 piles: 1) students clearly don’t understand it; 2) students clearly understand it; and 3) it remains unclear if students understand it. At that point, team members select one of the piles and create a series of learning activities or experiences to support the learners represented in that pile. On Tuesday, teachers reenter their classrooms with 3 differentiated options in their hands and students discover the activities they are to accomplish that week relative to their learning needs. In this scenario, students remained in their individual classrooms and teachers monitored all 3 groups at once. (Variation: In some cases, if schedules align, students move to different classrooms for the week based on their learning needs.) The team of teachers moves about the room throughout the week with student names on their clipboards and monitor student changes in learning readiness with a + (student has it), - (student still does not have it) and ? (still questionable). The team touches base quickly

at the end of each day for quick problem solving to help the learners in their room who are not mastering the content prior to Friday's summative assessment.

Formative Assessments as Homework

Scenario 7 – Homework that Varies

Ms. Zargapour has discovered that reteaching something that was learned incorrectly the first time is more challenging than starting from the point of questions. Each day then, when she assigns homework, she establishes 3 pathways: "I'm going to assign 10 problems tonight. If you are doing the homework and at the end of 10 problems you are confident that you have mastered the content, then go ahead and generate 3 questions you think I should use on the test to check your learning. If you are doing the homework and you are not certain you have them all right, then try 3 – 5 more problems and see if you can figure it out. But, if you are doing the homework and you are frustrated and confused, then stop answering the problems and instead create a list of your questions regarding your hurdles so I can help you tomorrow.

Scenario 8 – Homework as Optional

In Mr. Ngum's classroom, all homework is optional. He tells the students that they don't have to do it – it's just there to help them practice so that they will do well on the test. He reminds them that at the end of the unit, there will be a summative assessment which will count as their grade for the unit. He then suggests that if they do not feel confident in their test-taking abilities, they should go ahead and do the homework and keep it in a portfolio in the classroom. If after the test, students discover that they did not do as well as they would have liked, they can go back to their portfolio and seek *evidence* that they had mastered the content and he will use that evidence to adjust their test score (without requiring them to retake the test). For the several years he has used this process, Mr. Ngum has noticed a 100% turn in on all homework by all students. It seems many are concerned about their test taking abilities.

Scenario 9 – Homework as Qualifying

Ms. de Souza's classroom is very diverse. She realizes that her learners return home to very different environments and levels of support for their homework and she has decided it is as unfair to continue to expect the same level of quality from kids who live in stressful circumstances as it is to assume 'deep understanding' from kids who live in homes with over-involved parents willing to provide the right answers. Because she believes in 'practice,' Ms. de Souza assigns homework each day, but it is not graded. Instead, she uses it as a 'ticket' to enter her classroom. Those who hand her their homework qualify to sit down and immediately begin answering the 5 questions on the board at the front of the room. She discovered that this was a great 'settling' strategy that got her learners immediately on task for the day while she took roll call. They score the 5 questions immediately and then go through each question, discussing the answer and checking to see how many got it right, what the misunderstandings were for those who got it wrong, etc. Ms. de Souza uses that data to inform her instruction for the rest of the period. Sometimes a student might not have the homework done (though mostly now they make the attempt because they understand the value of the system she has in place to support them) and

in that case she decided it is not helpful to make them explain *why* they don't have it done. Instead, she still wants to learn from them regarding their understanding of the materials – so, 'ticketless' students enter the classroom, take out a sheet of paper, and immediately begin doing the missed homework or writing up a list of questions regarding the confusion that stopped them from completing the homework. Either way, Ms. de Souza is engaging these learners in clarifying their knowledge base so she can continue to interact with them and support their learning needs.

Formative Assessments During Class

Scenario 10 – Personal Communication

Ms. Tanaka believes it is important to ask her learners daily to check in on their level of understanding regarding the content she has been teaching. To do that, she uses some quick and ready strategies following the introduction of a major concept or at the end of a class period so that each day she checks in at least once with all of her learners. She uses the responses they give her to help her decide where she should focus her energies the next day for that class period. Because she understands that students grow bored quickly with the mundane, Ms. Tanaka uses a variety of strategies to gather her information:

- Ready, Set, Show – When Ms. Tanaka calls out “ready, set, show,” students immediately know to hold up a single finger if they feel terribly confused, two fingers if they believe they are starting to understand it, and three fingers if they think they have mastered the content.
- Exit slips – Periodically, especially when the subject might be a little more touchy or embarrassing for students, Ms. Tanaka will ask students to take out a piece of notebook paper and write a quick note about 1 point of pain, 2 questions they still have and 3 points they want to remember based on the lesson they just had. This is always done at the end of class and students have to hand Ms. Tanaka the exit slip in order to leave the classroom.
- Plus/Delta/Next – Sometimes Ms. Tanaka facilitates a quick (5 min) large group conversation at the end of the day asking the learners what they feel they need to change about their learning that day (delta) and what they liked or gained for their learning that day (plus) and what they suggest they still need (next).
- 4 Corners – on a day when it might be clear that students are not grasping the content or that movement would be a good idea, Ms. Tanaka calls for 4 corners. Students move to the corner (corners are clearly labeled and maintain that consistent label with each use) that best represents how they feel about their learning in the moment. Their task once they arrive in the appropriate corner is to generate questions with their peers in that corner (quickly – they only get about 2 minutes total) about what they are learning and then to ask those questions in an effort to try to stump the teacher. Ms. Tanaka has found that the questions they ask truly reflect the level of understanding she would anticipate from each of the corners:
 - Stop! (corner 1) – I am totally confused
 - Slow Down (corner 2) – I understand some of it but couldn't pass a test today

- Keep Moving (corner 3) – I’m getting it and I wish we wouldn’t have too much homework about it
- Let Me Help (corner 4) – I understand it and could teach it to my friends

Each corner then reports out their questions. Ms. Tanaka has observed that the questions they ask seem to inform the thinking of the other groups, generating good class discussion and a healthy sense of collaboration.

Formative processes in a traditional grading system

Scenario 11 – Requiring Proficiency

Mr. Billings has noticed that when he grades papers and returns them to the students they simply accept the grade and refuse his invitation for them to improve their score. “Thank you very much,” they’ll say, “but I’m fine with my C-“ To change this trend, Mr. Billings first learned to clarify his expectations for each project/assignment up front. Then, he altered his process: papers and projects are no longer graded unless they meet a level of proficiency in his expectations (earning a grade of A or B). If the work they turn in does not meet his stated expectations, he simply returns the work with specific feedback indicating what they must still do in order to earn a score for that assignment.

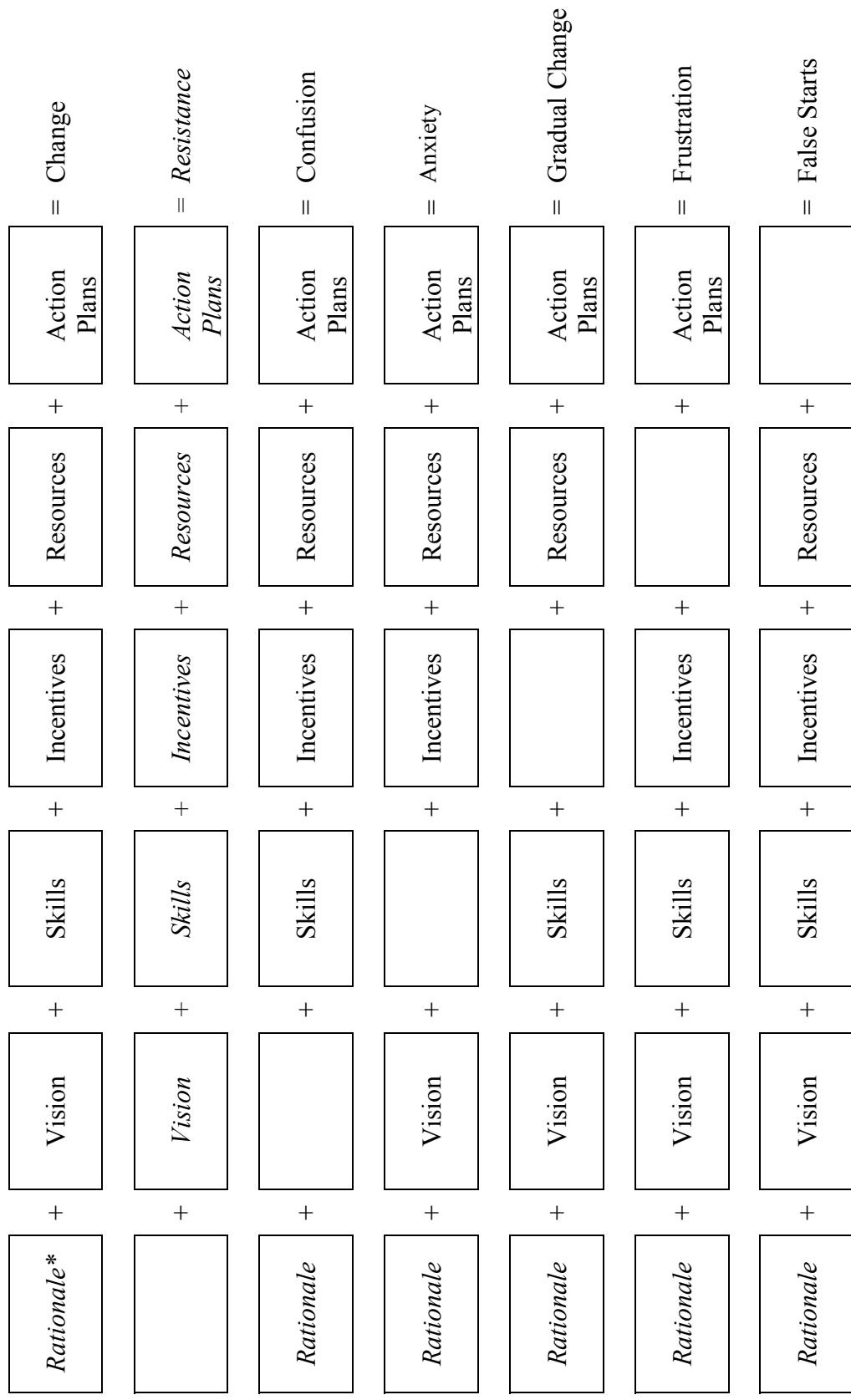
Scenario 12 – Student Involved Grading

Ms. Abbott requires her learners to keep all of their work in a portfolio in the classroom. Each contribution to the portfolio is scored and students self-monitor (in addition to teacher monitoring), on the inside cover of the portfolio, their progress on mastering the identified learning targets. Students add academic goals and personal intervention plans to their portfolios, addressing their own learning needs as they progress through the materials. At the end of the grading period, students select the appropriate number of samples of their work (determined by Ms. Abbott) to submit for the grade. With each selected item, students are required to add a paragraph explaining why that artifact was selected and what it demonstrates regarding their learning of the content. They then ‘grade’ themselves using their own evidence. Ultimately, Ms. Abbott determines the grade, but students are involved in the process and they are confident that their input does inform her final marking. To her surprise, Ms. Abbott has noted over time that the students typically grade themselves more harshly than she would have graded them.

Your turn – name a formative assessment strategy you currently use to support learners in any stage of their learning:

Managing Complex Change

Enterprise Corp. Ltd. (1987). Available at:
www.fastteamsolutions.com/Fast_Team_Solutions_What_To_Do_When_You_Dont_Know_What_To_Do_Managing_Complex_Change.html (retrieved March 2007). ***Italicized portions added.**



Definitions of the Components for Managing Complex Change

Enterprise Corp. Ltd. (1987). Available at:

www.fastteamsolutions.com/Fast_Team_Solutions_What_To_Do_When_You_Dont_Know_What_To_Do-Managing_Complex_Change.html (retrieved March 2007). ***Italicized portions added.**

Definitions as referenced in this document

Rationale	<i>Rationale (or Reason) needs to be based in best practices and provide a compelling argument as to why or how a suggested change might be better for key stakeholders.*</i>
Vision	Vision (or clear goal) needs to have focus, clarity, and a desired positive outcome. Words are powerful; they grab and hold attention. Assure that the goal that is grabbing your attention deserves the devotion of your time and energy.
Skills	Each member of your team brings a richer scope of value than normally stated on a resume. Discover the skills, talents, gifts, interests, and personal experiences that go beyond the resume and that add remarkable value to achieving your goals.
Incentives	What are the motivators that inspire others to give their unabashed best? Ask team members how they want to be rewarded in return for their time, intellect, and energy to achieving important goals.
Resources	Here's a reality check. For what needs to be accomplished, is there a fair allocation of resources? Attention, dollars, space, equipment, knowledge, creativity, time, and recognition are all part of the pool of resources to consider as you determine making progress toward your vision with fewer problems, distractions, and waste.
Action Plan	Consistently, action plans need to be checked. Are they clear and specific as to who does what by when? Have they been checked for potential problems and obstacles that need attention? Is the plan fair in terms of expectations about outcomes desired and resources applied? An effective plan can be trusted. It's believable, achievable, and accountability is clear, measurable, and happening throughout the journey. Action steps in a fair and realistic plan are communicated, executed, and rewarded.

<i>What is it we want assessment-literate staff to know and be able to do?</i>		
Targets for understanding and creating a balanced assessment system:	Products created if targets are mastered:	Resources needed to understand and be able to address the targets:

Accurate Design

The following prompt is given as part of a unit summative assessment in a 7th grade Language Arts course. The assessment is intended to evaluate both student writing and student understanding of quality literature.

For this assessment, you are responding to prompts regarding *The Outsiders*. The 7th grade learning targets we have been working on relative to literary analysis include the following:

- I can identify and apply the criteria for quality literature when reading a text.
- I can explain how an author develops a character by naming the specific strategies.
- I can identify the theme of a literary text.

The 7th grade learning targets we have been working on relative to writing for this assessment include the following:

- I can support my ideas with details (in this case taken from the text).
- I can write with fluency (balance of sentence structures and smooth transitions)

The Assessment:

I (Ms. Johannesburg) am trying to decide if I should use *The Outsiders* as a text for next year's class. Specifically, I am interested in knowing your thoughts about the following:

- Does the story meet the criteria discussed in class for good literature?
- Is the protagonist, Ponyboy, an acceptable role model for future 7th grade students to read and try to understand? How do you know? What did the author do to develop the character and what do the character's traits suggest would be good or bad for other 7th graders to read?
- Does the theme of the story teach valuable lessons worth studying and understanding?

Write a letter to me explaining your thoughts clearly so I will have more information about whether to use *The Outsiders* as a text next year. Be sure to provide specific examples from the book to back your opinions. The outline for your letter follows. Remember to support your ideas with details from the book and to demonstrate what you can do with sentence fluency when writing.

(Note: The teacher decided to include the letter outline because letter writing was not part of the unit of study and she did not wish to have the format get in the way of students demonstrating their understanding of the concepts being assessed in this essay.)

Dear Ms. Johannesburg,

I believe you should/should not (circle one) use *The Outsiders* by S.E. Hinton as a literature book for next year's 7th grade class. I hope to convince you of my opinion using specific examples from the book to illustrate my points in the following paragraphs.

The Outsiders does/does not (circle one) meet the criteria we discussed in class for good literature. I believe this because (name the criteria and support your opinion)

In addition, I believe Ponyboy serves as an acceptable/unacceptable (circle one) role model for future 7th grade students because (identify the specifics in how this character is developed and support your opinion)

Finally, the story itself does/does not (circle one) teach valuable lessons for future 7th grade students to study and understand. Specifically, some of these lessons include (identify the theme and support your opinion)

As you can tell by now, I believe you should/should not (circle one) use *The Outsiders* by S.E. Hinton as a literature book for next year's 7th grade class. I hope I have been successful in convincing you of my opinions.

Sincerely,
(please sign)

Offer Descriptive Feedback

Mr. Montenegro really wants to integrate the idea of a more balanced assessment system in his classroom. He realizes that he is currently scoring all student work as summative and he is concerned that he might be making kids who already understand their learning targets participate in work that is meaningless and unnecessary for them.

He has approached you (*in whatever role you fill*: colleague, team leader, principal, etc.), excited with his new plan. He is not asking for feedback – he is simply sharing his new insight and practices with great pride and hope.

With the beginning of each new unit, Mr. Montenegro will conduct a ‘formative’ assessment, clarifying what students already know and what they need to know. Those students who clearly begin the unit understanding the content (determined by a 90% or higher passing rate) will be granted a “homework pass” for the unit, exempting them from all homework requirements during that time. They will, however, remain engaged in the classroom instruction with the rest of their peers.

Offer descriptive feedback – what will you say to Mr. Montenegro?

- What do you like about his plan?
- What would you recommend he do differently in his plan?
- How will you make the feedback accessible so he will receive it and grow from it?

Self-Assessment: What Beliefs Inform Our Practice?

Current Practices	Underpinning Beliefs
Teachers rely heavily on the assessments provided in the curriculum materials.	Tests are aligned to our standards; formal test writers are assessment-literate and can create more accurate/reliable tests.
Desired Beliefs	New Practices
Educators need to be assessment-literate; the best assessments are in the moment, framed in teacher language, and closest to the student and his/her learning needs.	Teachers work to hone assessment literacy; teachers create and use formative assessments accurately, effectively, and frequently.

Design Mini Lessons of Quality As Needed

When, how and why might we need “mini lessons” to support staff development efforts?

How must your staff development plans change if we design mini lessons focusing on one aspect of quality at a time?

What might be the best mechanism and who might be the best “teachers” to offer such mini lessons?

Practice Focused Revision

7th Grade Health and Wellness

Nutrition Facts			
Serving Size 1 cup (85g) (3 oz.)			
Servings per container 2.5			
Amount per serving			
Calories 45 Calories from Fat 0			
			% Daily Value*
Total Fat	0g		0%
Saturated Fat	0g		0%
Cholesterol	0mg		0%
Sodium	55 mg		2%
Total Carbohydrate	10g		3%
Dietary Fiber	3g		12%
Sugars	5g		
Protein	1g		
Vitamin A 360% • Vitamin C 8% • Calcium 2% • Iron 0%			
*Percent Daily Values are based on a 2,000 calorie diet. Your daily value may be higher or lower depending on your calorie needs.			
	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat. Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate	Less than	300mg	375mg
Dietary Fiber	Less than	25g	30g
Calories per gram: Fat 9 • Carbohydrate 4 • Protein 4			

Ingredients: Carrots.

Learning Target: Use nutritional information to make informed and healthy dietary decisions.

Current Test Questions:

1. How many calories does this product have?
2. On the quick guide to Daily Value, what percentage is considered low?
3. On the quick guide to Daily Value, what percentage is considered high?
4. Does this product have a high, medium, or low amount of calcium?

How might you rewrite the question to assess the stated learning target?

The Reflective Practitioner

“My quest to answer the question, *how can a formative assessment professional development program be developed to model best assessment practices*, has been an insightful and life-changing journey for me. Strongly influenced by the Black and Wiliam article *Inside the Black Box*, I began researching the topic of formative assessment. Through my research, I found evidence that the use of high quality formative assessment correlates with increased student motivation and achievement. I also found that formative assessment is more than an activity a teacher uses to modify and plan instruction. Although that is one facet of formative assessment, another important function is to give students the tools they need to make informed decisions concerning their learning. Teachers need to set clear learning targets so students can see what they are to achieve. Descriptive feedback needs to be provided and informative discussions must to be facilitated, so students know where they are in relation to learning targets. Finally, teachers need to provide ample time for students to reflect and self-assess, so they can set goals and plan how they are going to close their learning gap.

Having been in education for thirteen years and having an incomplete definition of formative assessment, I was sure that I was not alone in my lack of understanding of formative assessment. Therefore, I felt it was important to research the best practices in professional development and adult learning to get a better idea of how to best pass this information on to my peers. To my surprise, the best practices of professional development and adult learning connected with the best practices of formative assessment. Adults need to receive descriptive feedback, interact with others discussing new topics and relating them to their current teaching situation, and receive ample time to reflect and self-assess. Essentially, adults have the same needs as students. Adults need to see what they are supposed to achieve, identify where they are in relation to the learning topics, and determine how to close that gap.”

Jeff Overlie, May 2007
*How can a formative assessment professional development
program be developed to model best assessment practices*
Hamline University MAEd Capstone
(Reprinted with permission)

The Reflective Practitioner

Reflection: Reflection is an active, conscious process of carefully reviewing an experience or a new learning so as to define, analyze, synthesize, and evaluate our practice and beliefs and hence create new insight. It serves as the means by which we verify that we possess the professional competencies (knowledge, skills, attitudes, and beliefs) necessary for teaching effectively.

What are the hallmarks of a reflective practitioner?

One a scale of 1—4, how do you rate yourself as a reflective practitioner:

Low
1

2

3

High 4

What evidence would you offer to support your score?

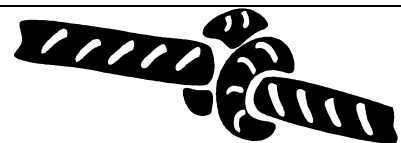
Now think of three different colleagues; try to select individuals who might have reason to see you very differently. What score would they give you? What evidence would they provide to support their score?

Colleague 1							Colleague 2							Colleague 3						
1		2		3		4	1		2		3		4	1		2		3		4
Evidence to support score:							Evidence to support score:							Evidence to support score:						
Implications for me as a reflective practitioner:																				



Flexible Leadership?

Lessons of the knot-over-the-dot experiment	Implications for our work as leaders
Implications for our work as “followers”	How do leaders help the followers be successful?



Leadership Notes

- ***Remember that to lead means to go before.***
- ***Take risks.***
- ***Lead with “Yes” for empowerment.***
- ***ASK!***
- ***Get focused and STAY focused: Tight/Loose leadership***
- ***Leverage celebration to achieve accountability***
- ***Study your craft.***
- ***Study your impact.***
- ***Remember that you are calling for change.***
- ***Model, Model, Model!***

Table 1.2 Indicators of Sound Classroom Assessment Practice*

1. Why Assess? Assessment Processes and Results Serve Clear and Appropriate Purposes	<ul style="list-style-type: none"> a. Teachers understand who the users and uses of classroom assessment information are and know their information needs. b. Teachers understand the relationship between assessment and student motivation and craft assessment experiences to maximize motivation. c. Teachers use classroom assessment processes and results formatively (assessment <i>of</i> learning). d. Teachers use classroom assessment results summatively (assessment <i>of</i> learning) to inform someone beyond the classroom about students' achievement as of a particular point in time. e. Teachers have a comprehensive plan over time for integrating assessment <i>for</i> and <i>of</i> learning in the classroom.
2. Assess What? Assessments Reflect Clear and Valued Student Learning Targets	<ul style="list-style-type: none"> a. Teachers have clear learning targets for students; they know how to turn broad statements of content standards into classroom-level targets. b. Teachers understand the various types of learning targets they hold for students. c. Teachers select learning targets focused on the most important things students need to know and be able to do. d. Teachers have a comprehensive plan over time for assessing learning targets.
3. Assess How? Learning Targets Are Translated into Assessments That Yield Accurate Results	<ul style="list-style-type: none"> a. Teachers understand what the various assessment methods are. b. Teachers choose assessment methods that match intended learning targets. c. Teachers design assessments that serve intended purposes. d. Teachers sample learning appropriately in their assessments. e. Teachers write assessment questions of all types well. f. Teachers avoid sources of bias that distort results.
4. Communicate How? Assessment Results Are Managed Well and Communicated Effectively	<ul style="list-style-type: none"> a. Teachers record assessment information accurately, keep it confidential, and appropriately combine and summarize it for reporting (including grades). Such summary accurately reflects current level of student learning. b. Teachers select the best reporting option (grades, narratives, portfolios, conferences) for each context (learning targets and users). c. Teachers interpret and use standardized test results correctly. d. Teachers effectively communicate assessment results to students. e. Teachers effectively communicate assessment results to a variety of audiences outside the classroom, including parents, colleagues, and other stakeholders.
5. Involve Students How? Students Are Involved in Their Own Assessment	<ul style="list-style-type: none"> a. Teachers make learning targets clear to students. b. Teachers involve students in assessing, tracking, and setting goals for their own learning. c. Teachers involve students in communicating about their own learning.

Sound classroom assessment practice = Skill in gathering accurate information + effective use of information and procedures

Celebrations and Stretch Points ***In creating a Balanced Assessment System***

What do you already see happening?

How will you acknowledge and celebrate those activities?

What do you most NEED to have happen?

- What, if anything, is not happening that SHOULD be?
- What, if anything, is happening that SHOULDN'T be?
- What 3 things, if you addressed them today, would move you forward the most toward creating a culture of learning for all?

1	
2	
3	

Assessment Competencies for Educational Leaders

1. The leader understands the standards of quality for student assessments and how to ensure that these standards are met in all assessments.

Low 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ High

2. The leader understands the principles of assessment for learning and works with staff to integrate them into classroom instruction.

Low 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ High

3. The leader understands the necessity of clear academic achievement targets, aligned classroom-level achievement targets, and their relationship to the development of accurate assessments.

Low 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ High

4. The leader knows and can evaluate teachers' classroom assessment competencies and helps teachers learn to assess accurately and use the results productively.

Low 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ High

5. The leader can plan, present, or secure professional development activities that contribute to the use of sound practices.

Low 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ High

6. The leader accurately analyzes assessment information, uses the information to improve curriculum and instruction, and assists teachers in doing the same.

Low 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ High

7. The leader can develop and implement sound assessment and assessment-related policies.

Low 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ High

8. The leader creates the conditions necessary for the appropriate use and reporting of student achievement information, and can communicate effectively with all members of the school community about student assessment results and their relationship to improving curriculum and instruction.

Low 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ High

9. The leader understands the attributes of a sound and balanced student assessment system.

Low 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ High

10. The leader understands the issues related to the unethical and inappropriate use of student assessment and protects students and staff from such misuse.

Low 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ High

Assessment Competencies for Educational Leaders

<i>Name the Competency:</i>	

What are all of the knowledge, reasoning, skill, and product targets required behind this competency?

Knowledge	Reasoning	Skill	Product

Generalizable Areas of Strength	Generalizable Areas of Growth

Recommendations for Supporting Principals in this competency:

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